



Kaizly 8th Grade Readiness Assessment

2026 Edition · about 40 minutes · kaizly.com

A note for parents: This assessment checks the end-of-7th-grade skills your rising 8th grader will build on all year, because 8th grade is the runway to high school and Algebra I. Keep it low-pressure: it is a conversation starter, not a test for a grade. A complete answer key with explanations is at the back so you can review every question together.

Section 1: Reading

Instructions: Read the passage carefully, then answer the questions using evidence from the text.

Why Middle Schools Should Start Later

Ask any middle schooler how they feel at 7:30 a.m., and you will probably get a yawn instead of an answer. That is not laziness; it is biology. During adolescence, the body's internal clock shifts, making it hard for most teens to fall asleep before 11 p.m. Yet many middle schools ring their first bell before 8:00 a.m. Schools should move start times to 8:30 a.m. or later, because later starts match what growing brains actually need.

The evidence is hard to ignore. Sleep researchers have found that adolescents need eight to ten hours of sleep each night, but fewer than half of American teens regularly get even eight. The American Academy of Pediatrics, a national organization of doctors who study children's health, has officially recommended that middle and high schools start no earlier than 8:30 a.m. And when one Minnesota school district shifted its start time an hour later, teachers reported more alert students, attendance improved, and average grades rose.

Critics argue that later starts would tangle bus schedules and push after-school sports into the evening. Those are real puzzles, but districts that made the change solved them with creativity, not extra money. A schedule is a tool, and tools should serve students, not the other way around. When the school day fits the science, everyone wins.

1. What is the author's central claim in this passage? State it in your own words.

2. The author uses the Minnesota school district as one piece of evidence. Is this strong or weak evidence for the claim? Explain your reasoning.

3. What is the author's purpose in this passage, and how would you describe the tone? Give one word or phrase from the text that supports your answer.

4. In the last paragraph, the author says later starts would tangle bus schedules. Based on how it is used, what does tangle mean here?

5. What is one counterargument a critic could raise that the author does NOT address in the passage?

Section 2: Writing

Instructions: Write your answers in complete sentences, and read each prompt carefully before you begin.

1. Write one body paragraph supporting this thesis: Schools should give every middle school student a daily study hall period. You may use this fact as your evidence: in a survey at one middle school, 68 percent of students said they had no quiet place to do homework. Your paragraph should include a topic sentence, the evidence, and at least two sentences explaining how the evidence supports the thesis.

2. Revise this sentence so it is direct and concise: The decision to cancel the field trip was made by the principal due to the fact that the weather was bad.

3. This sentence contains a comma splice. Fix it: The experiment failed, we ran it again the next day.

Section 3: Math

Instructions: Show your work for each problem, and label your answers with units where they apply.

1. Solve for x : $4x - 7 = 25$

2. A train travels 180 miles in 3 hours at a constant speed. At that rate, how far will it travel in 5 hours? Set up a proportion to solve.

3. A pair of sneakers priced at \$80 is on sale for 15% off. What is the sale price?

4. Compute both: (a) -4×6 and (b) $-15 \div -3$

5. Compute: $-\frac{3}{4} + \frac{1}{2}$

6. Simplify the expression: $3(x + 4) + 2x$

7. A bag contains 3 red marbles, 5 blue marbles, and 2 green marbles. If you pick one marble without looking, what is the probability it is blue? Express your answer as a fraction in simplest form.

8. Two angles are supplementary. One angle measures 65° . What is the measure of the other angle?

9. A circular garden has a radius of 5 feet. What is its circumference? Use 3.14 for pi.

10. A family's restaurant bill is \$60. They use a coupon for 20% off, and then a 5% tax is applied to the discounted amount. What is the total they pay?

Section 4: Science

Instructions: Answer each question in complete sentences, using scientific reasoning to explain your thinking.

1. A student wants to test whether fertilizer helps plants grow taller. She puts Plant A in a sunny window and gives it fertilizer. She puts Plant B in a dark closet and gives it no fertilizer. After two weeks, Plant A is much taller. What is the flaw in this experiment?

2. A graph shows that as the temperature of water increases, the amount of sugar that can dissolve in it also increases. Describe the relationship between the two variables, and predict what happens to dissolving if the water is cooled.

3. Consider two events: an ice cube melting into water, and a wooden log burning in a campfire. Which is a physical change and which is a chemical change? Explain how you know.

Section 5: Social Studies

Instructions: Answer each question in complete sentences, explaining your reasoning where the question asks for it.

1. What is the Bill of Rights, and what is its purpose? Name at least one freedom it protects.

2. In one sentence, give one common reason revolutions, like the American Revolution or the French Revolution, happen.

3. A popular new sneaker sells out at every store, and resellers begin charging three times the original price. Using the ideas of supply and demand, explain why the price rose.



Kaizly 8th Grade Readiness Assessment (Parent Answer Sheet)

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Section 1: Reading

Why Middle Schools Should Start Later

Ask any middle schooler how they feel at 7:30 a.m., and you will probably get a yawn instead of an answer. That is not laziness; it is biology. During adolescence, the body's internal clock shifts, making it hard for most teens to fall asleep before 11 p.m. Yet many middle schools ring their first bell before 8:00 a.m. Schools should move start times to 8:30 a.m. or later, because later starts match what growing brains actually need.

The evidence is hard to ignore. Sleep researchers have found that adolescents need eight to ten hours of sleep each night, but fewer than half of American teens regularly get even eight. The American Academy of Pediatrics, a national organization of doctors who study children's health, has officially recommended that middle and high schools start no earlier than 8:30 a.m. And when one Minnesota school district shifted its start time an hour later, teachers reported more alert students, attendance improved, and average grades rose.

Critics argue that later starts would tangle bus schedules and push after-school sports into the evening. Those are real puzzles, but districts that made the change solved them with creativity, not extra money. A schedule is a tool, and tools should serve students, not the other way around. When the school day fits the science, everyone wins.

1. What is the author's central claim in this passage? State it in your own words.

Hint: Look for the sentence that tells you exactly what the author wants schools to do.

Answer: Schools should move middle school start times to 8:30 a.m. or later because later start times match what adolescent brains and bodies need.

Explanation: The claim appears at the end of the first paragraph: schools should start at 8:30 a.m. or later. Everything after it (the sleep research, the doctors' recommendation, the Minnesota example) is evidence supporting that claim.

2. The author uses the Minnesota school district as one piece of evidence. Is this strong or weak evidence for the claim? Explain your reasoning.

Hint: Think about how many schools were involved and whether other factors could explain the results.

Answer: It is helpful but limited evidence: it shows a real-world result (better attendance and grades), but it is only one district, and other changes could have caused the improvement. It is more convincing combined with the doctors' recommendation and sleep research.

Explanation: A single example cannot prove a claim by itself because it might not represent all schools and the results could have other causes. Recognizing that the author layers it with expert and research evidence shows strong evidence evaluation.

3. What is the author's purpose in this passage, and how would you describe the tone? Give one word or phrase from the text that supports your answer.

Hint: Ask yourself whether the author is mainly informing, entertaining, or trying to change the reader's mind, and how the writing feels.

Answer: The purpose is to persuade readers that school should start later. The tone is confident and a little playful, shown by lines like getting a yawn instead of an answer or a schedule is a tool.

Explanation: The passage makes a claim, supports it with evidence, and answers critics, which is the structure of persuasion. The friendly, confident tone (the yawn joke, the tools should serve students line) keeps the argument approachable.

4. In the last paragraph, the author says later starts would tangle bus schedules. Based on how it is used, what does tangle mean here?

Hint: Picture what happens to a knotted ball of string and apply that idea to a schedule.

Answer: Tangle means to complicate or mix up. The author means later start times would make bus schedules messy and harder to organize.

Explanation: Context clues point to complication: the sentence lists it as a problem critics raise, and the next sentence calls these real puzzles that need solving. So tangle means to snarl or complicate, not to physically knot.

5. What is one counterargument a critic could raise that the author does NOT address in the passage?

Hint: The author already answers the bus and sports objections, so think of a different objection.

Answer: Any reasonable unaddressed objection works, for example: students might just stay up later and lose the extra sleep, later dismissal could conflict with family schedules or after-school jobs, or one district's success may not transfer to larger districts.

Explanation: The author only rebuts the bus-schedule and sports objections. Naming a different plausible objection, like teens shifting bedtime even later, shows the reader can think beyond the text and test an argument's blind spots.

Assessment Recommendations

Needs Improvement:	If argument-style reading felt tough, that is one of the most fixable gaps before 8th grade, and now is a great time to work on it. Trade the novel for short opinion pieces a few times a week: sports columns, movie reviews, or letters to the editor are perfect. After each one, ask two questions: what is the writer trying to convince me of, and what proof do they offer? Ten minutes of that conversation at dinner does more than an hour of silent reading. These are exactly the skills 8th grade English and the high school years will lean on, and they respond quickly to steady practice.
Approaching Ready:	Your child can find the claim; the next level is judging the evidence, and that is a skill you can build together in small doses. When they read an article, have them label each piece of support as expert opinion, statistic, or single example, then rank which is most convincing and why. Comparing two short articles on the same topic is another quick win, since it forces them to notice which writer argues better. Keep sessions short and conversational rather than worksheet-like. This kind of evidence-weighting is the heart of 8th grade reading, so every rep counts.
Ready or Above:	Strong argumentative reading at this level is a genuine head start on high school English. Feed it with meatier material: newspaper editorials, famous speeches, or longform science journalism, and challenge them to spot the techniques writers use, like anecdotes, statistics, and appeals to emotion. Ask them to argue the opposite side of a piece they agreed with, which is exactly what honors classes and debate teams reward. A school debate club, mock trial, or student newspaper would put these skills to work. They are ready for texts that push back.

Section 2: Writing

1. Write one body paragraph supporting this thesis: Schools should give every middle school student a daily study hall period. You may use this fact as your evidence: in a survey at one middle school, 68 percent of students said they had no quiet place to do homework. Your paragraph should include a topic sentence, the evidence, and at least two sentences explaining how the evidence supports the thesis.

Hint: Follow the pattern: make your point, present your proof, then explain why the proof matters.

Answer: A strong paragraph opens with a topic sentence tied to the thesis, presents the 68 percent statistic, then explains the connection. Example: Schools should build a daily study hall into the schedule because many students have nowhere else to do their work. In a survey at one middle school, 68 percent of students said they had no quiet place to do homework. If most students cannot find a calm space at home, homework becomes a test of a student's living situation instead of their learning. A study hall gives every student the same quiet time and adult help, so grades reflect effort rather than circumstances.

Explanation: Score for structure, not style: a clear topic sentence, the evidence stated accurately, and at least two sentences of analysis linking the evidence back to the thesis. The most common gap is dropping in the statistic without explaining why it matters.

2. Revise this sentence so it is direct and concise: The decision to cancel the field trip was made by the principal due to the fact that the weather was bad.

Hint: Put the person who acted at the start of the sentence, then cut every phrase that adds no meaning.

Answer: The principal canceled the field trip because of the bad weather.

Explanation: The revision turns the passive was made by the principal into the active the principal canceled, and trims the wordy due to the fact that down to because of. Any version with an active verb and no filler phrases is correct.

3. This sentence contains a comma splice. Fix it: The experiment failed, we ran it again the next day.

Hint: Two complete sentences cannot be joined by a comma alone; you need something stronger between them.

Answer: Correct any of these ways: The experiment failed, so we ran it again the next day. Or: The experiment failed; we ran it again the next day. Or: The experiment failed. We ran it again the next day.

Explanation: A comma splice joins two independent clauses with only a comma. The fix is a comma plus a conjunction (so, and), a semicolon, or a period, since each properly separates the two complete thoughts.

Assessment Recommendations

Needs Improvement: If paragraph structure or sentence mechanics wobbled, focus on one small habit: the point-proof-explain paragraph. Have your child write just one paragraph a few times a week on anything they care about, like why their team will win or why a game is worth playing, always with a claim, one piece of proof, and two sentences of explanation. Read it aloud together, since the ear catches run-ons and splices that the eye misses. Keep the topics fun and the sessions under fifteen minutes. Eighth grade asks for essays, but essays are just paragraphs stacked up, so this one habit carries them a long way toward high school writing.

Approaching Ready: Your child has the pieces; the polish comes from revision, which is a separate skill from drafting. After they write something, have them do a second pass hunting for exactly two things: passive or wordy sentences to tighten, and comma splices to repair. Turning revision into a short scavenger hunt makes it concrete instead of vague. Another quick builder is combining short choppy sentences into one smooth sentence and then splitting an overloaded one apart. A little deliberate editing each week will make their 8th grade essays noticeably stronger.

Ready or Above:

A rising 8th grader who writes clean, well-evidenced paragraphs is set up beautifully for honors English and the essay-heavy years ahead. Stretch them with multi-paragraph arguments: a letter to the school board, a review published on a family blog, or an entry in a youth essay contest gives real stakes and a real audience. Introduce the counterargument paragraph, where they state the other side fairly and then answer it, since that move separates good middle school writers from great ones. Encourage them to study one favorite author's sentences and imitate the rhythm. Writing for real readers is the best enrichment there is.

Section 3: Math

1. Solve for x: $4x - 7 = 25$

Hint: Undo the subtraction first, then undo the multiplication.

Answer: $x = 8$

Explanation: Add 7 to both sides to get $4x = 32$, then divide by 4 to get $x = 8$. Check by substitution: $4 \times 8 - 7 = 32 - 7 = 25$, which matches.

2. A train travels 180 miles in 3 hours at a constant speed. At that rate, how far will it travel in 5 hours? Set up a proportion to solve.

Hint: Write miles over hours for both situations and set the two ratios equal.

Answer: 300 miles

Explanation: Set up $180/3 = x/5$. The unit rate is $180 \div 3 = 60$ miles per hour, so $x = 60 \times 5 = 300$. Check: $300/5 = 60$, the same rate as $180/3 = 60$.

3. A pair of sneakers priced at \$80 is on sale for 15% off. What is the sale price?

Hint: Find 15% of the price first, then decide whether to add it or subtract it.

Answer: \$68

Explanation: The discount is $0.15 \times 80 = \$12$, so the sale price is $80 - 12 = \$68$. Check: \$68 is 85% of \$80, and $0.85 \times 80 = 68$, which matches.

4. Compute both: (a) -4×6 and (b) $-15 \div -3$

Hint: Count the negative signs in each problem: an odd count makes the result negative, an even count makes it positive.

Answer: (a) -24 and (b) 5

Explanation: In (a), one negative times one positive gives a negative: $-4 \times 6 = -24$, and check: $-24 \div 6 = -4$. In (b), a negative divided by a negative gives a positive: $-15 \div -3 = 5$, and check: $5 \times -3 = -15$.

5. Compute: $-3/4 + 1/2$

Hint: Rewrite both fractions with the same denominator before combining, and keep track of the signs.

Answer: $-1/4$

Explanation: Rewrite $1/2$ as $2/4$, so $-3/4 + 2/4 = -1/4$. Check with decimals: $-0.75 + 0.5 = -0.25$, which equals $-1/4$.

6. Simplify the expression: $3(x + 4) + 2x$

Hint: Multiply the 3 across both terms inside the parentheses, then combine the like terms.

Answer: $5x + 12$

Explanation: Distribute to get $3x + 12$, then combine $3x + 2x$ to get $5x + 12$. Check by substituting $x = 2$: the original is $3(6) + 4 = 22$, and $5(2) + 12 = 22$, which matches.

7. A bag contains 3 red marbles, 5 blue marbles, and 2 green marbles. If you pick one marble without looking, what is the probability it is blue? Express your answer as a fraction in simplest form.

Hint: Probability is the number of ways to succeed over the total number of possible outcomes.

Answer: $1/2$

Explanation: There are $3 + 5 + 2 = 10$ marbles total and 5 are blue, so the probability is $5/10$, which simplifies to $1/2$. Check: $1/2$ of 10 marbles is 5, the number of blue marbles.

8. Two angles are supplementary. One angle measures 65° . What is the measure of the other angle?

Hint: Remember what total supplementary angles must add up to.

Answer: 115°

Explanation: Supplementary angles sum to 180° , so the other angle is $180 - 65 = 115^\circ$. Check: $65^\circ + 115^\circ = 180^\circ$, which confirms the pair is supplementary.

9. A circular garden has a radius of 5 feet. What is its circumference? Use 3.14 for pi.

Hint: Circumference uses the distance all the way across the circle, which is twice the radius.

Answer: 31.4 feet

Explanation: Circumference = $2 \times \pi \times r = 2 \times 3.14 \times 5 = 31.4$ feet. Check: the diameter is 10 feet, and $3.14 \times 10 = 31.4$, which matches.

10. A family's restaurant bill is \$60. They use a coupon for 20% off, and then a 5% tax is applied to the discounted amount. What is the total they pay?

Hint: Work in order: find the price after the discount first, then apply the tax to that new amount.

Answer: \$50.40

Explanation: The discount is $0.20 \times 60 = \$12$, leaving $60 - 12 = \$48$. The tax is $0.05 \times 48 = \$2.40$, so the total is $48 + 2.40 = \$50.40$. Check: $48 \times 1.05 = 50.40$, which matches.

Assessment Recommendations

Needs Improvement: Math gaps at this stage deserve gentle, steady attention, because these exact skills, especially equations, negative numbers, and proportions, are the on-ramp to Algebra I. The good news is they respond fast to short daily practice: ten minutes a day beats a weekend cram every time. Fold it into real life where you can, like computing discounts and tax while shopping, doubling a recipe, or comparing unit prices at the store. For equation practice, have your child check every answer by substituting it back in, since that habit builds both accuracy and confidence. A structured practice tool like Kaizly can also target the specific skills flagged here so the effort goes exactly where it is needed.

Approaching Ready: Your child has the core moves and mostly needs fluency, which comes from mixed practice rather than drilling one topic at a time. Give them small problem sets that jump between equations, percents, and negative numbers, since 8th grade math will mix them constantly. Multi-step word problems are the best single investment: have your child write out each step and say what it represents before computing. Estimating first, like guessing that a total should land near \$50 before calculating, catches most careless errors. A few focused sessions a week will have them walking into pre-algebra review feeling sharp instead of rusty.

Ready or Above: This level of fluency says your child is genuinely on track for Algebra I, whether they take it in 8th grade or as a freshman, and may be a candidate for an honors placement worth discussing with their school. Keep the edge by going deeper rather than just faster: multi-step puzzles, math competition problems like those from MATHCOUNTS or AMC 8, and problems with variables on both sides of the equation are all great stretches. Graphing real data, like tracking savings or a growing plant, previews the linear relationships that anchor 8th grade math. Ask them to explain their reasoning out loud, since teaching a solution is the surest sign of mastery.

Section 4: Science

1. A student wants to test whether fertilizer helps plants grow taller. She puts Plant A in a sunny window and gives it fertilizer. She puts Plant B in a dark closet and gives it no fertilizer. After two weeks, Plant A is much taller. What is the flaw in this experiment?

Hint: A fair test changes only one thing between the two setups; count how many things are different here.

Answer: The student changed two variables at once: fertilizer and light. Since Plant A also got sunlight and Plant B got none, she cannot tell whether the fertilizer or the light caused the extra growth. Both plants should get identical light, water, and soil, with fertilizer as the only difference.

Explanation: A controlled experiment changes exactly one variable while keeping everything else the same. With two differences between the plants, the results cannot be traced to either one, so the experiment proves nothing about fertilizer.

2. A graph shows that as the temperature of water increases, the amount of sugar that can dissolve in it also increases. Describe the relationship between the two variables, and predict what happens to dissolving if the water is cooled.

Hint: Think about whether the two quantities move in the same direction or opposite directions.

Answer: The relationship is positive (direct): as temperature goes up, the amount of sugar that dissolves goes up. If the water is cooled, less sugar can dissolve, and some already-dissolved sugar may come out of solution as crystals.

Explanation: When both variables rise together, the relationship is positive or direct. Reading a trend and extending it in the other direction, cooler water dissolves less, is exactly the graph-interpretation skill 8th grade science expects.

3. Consider two events: an ice cube melting into water, and a wooden log burning in a campfire. Which is a physical change and which is a chemical change? Explain how you know.

Hint: Ask whether each event produces a brand-new substance or just changes the form of the same substance.

Answer: Melting is a physical change: the ice becomes liquid water, but it is still the same substance (H₂O) and can be refrozen. Burning is a chemical change: the wood turns into new substances (ash, smoke, and gases) and cannot be turned back into wood.

Explanation: The test is whether a new substance forms. Melting only changes state and is reversible, while burning creates new substances with different properties and cannot be undone, which is the hallmark of a chemical change.

Assessment Recommendations

Needs Improvement: If experimental thinking felt shaky, build it through curiosity rather than review sheets. Run one tiny kitchen experiment a week, like which cup of water dissolves sugar faster, and before starting, ask the golden question: what is the one thing we are changing, and what are we keeping the same? Watching a nature or science documentary and pausing to predict what happens next builds the same reasoning muscle. Have your child describe cause and effect out loud, since the language of because and therefore is half of science class. Eighth grade science leans hard on designing fair tests and reading graphs, and both grow quickly with this kind of playful practice.

Approaching Ready: Your child understands the ideas and mainly needs practice explaining them precisely, which is what 8th grade lab write-ups demand. When something interesting happens, at the stove, in the yard, in the news, ask them to name the variable, the evidence, and the conclusion in a sentence or two. Sketching quick graphs of everyday data, like temperature across a week, then describing the trend aloud, sharpens graph-reading fast. Try flipping roles and letting them critique a flawed experiment you invent, since finding flaws is the deepest form of understanding. Small, regular conversations will lock in this readiness.

Ready or Above:

Strong scientific reasoning at this age points toward success in 8th grade physical science and the high school lab sequence beyond it. Feed the strength with real investigations: a science fair project with a properly controlled design, a citizen-science app for logging birds or weather, or building and testing something like a paper airplane fleet with one variable changed per trial. Encourage them to keep a simple lab notebook with hypotheses and results, a habit that honors biology and chemistry teachers love to see. Reading accessible science journalism and asking how did they test that turns every article into practice.

Section 5: Social Studies

1. What is the Bill of Rights, and what is its purpose? Name at least one freedom it protects.

Hint: Think about the first additions made to the U.S. Constitution and who they protect.

Answer: The Bill of Rights is the first ten amendments to the U.S. Constitution. Its purpose is to protect individual freedoms by limiting the power of the government. Examples include freedom of speech, freedom of religion, freedom of the press, and the right to a fair trial.

Explanation: Ratified in 1791, the Bill of Rights was added because many Americans feared a strong national government would trample individual liberties. Any correctly named protection, such as speech, religion, press, assembly, or fair trial, earns full credit.

2. In one sentence, give one common reason revolutions, like the American Revolution or the French Revolution, happen.

Hint: Think about how the people in both cases felt about the way they were being governed.

Answer: Revolutions commonly happen when people believe their government is treating them unjustly, such as taxing them without giving them a voice or denying their rights, and they see no peaceful way to change it.

Explanation: Both revolutions grew from grievances about unfair rule: taxation without representation in America, and inequality plus heavy taxation in France. Any answer naming injustice, denied rights, or lack of representation as the driver is correct.

3. A popular new sneaker sells out at every store, and resellers begin charging three times the original price. Using the ideas of supply and demand, explain why the price rose.

Hint: Compare how many people want the sneakers with how many pairs actually exist.

Answer: Demand is high (many people want the sneakers) while supply is low (they are sold out, so few pairs are available). When demand is greater than supply, buyers compete for the scarce item, which pushes the price up.

Explanation: This is the core supply-and-demand relationship: scarcity plus strong demand raises prices because sellers know buyers will pay more. Full credit requires mentioning both the limited supply and the high demand.

Assessment Recommendations

Needs Improvement:

Civics and history knowledge builds best through stories and conversation, not memorization, so keep this light. Watch a short video or read a picture-rich book about the Constitution together, then ask which freedom your child would miss most and why, since personal connection makes the ideas stick. Current events are a free curriculum: when a news story touches on rights, voting, or prices, pause for a two-minute chat about the underlying idea. Many 8th graders take U.S. history, so a little familiarity with the founding documents now pays off all year. Small, regular doses beat one big review session every time.

- Approaching Ready:** Your child has the foundations and is ready to practice connecting ideas, which is what 8th grade social studies rewards. Play the why game with history: for any event they know, ask what caused it and what it caused in turn. Compare then and now, like how a colonist's complaint about taxation echoes modern debates, to build the cause-and-effect thinking teachers look for. For economics, let them track the price of something they care about, like game skins or sneakers, and explain the changes using supply and demand. These conversations take minutes and compound quickly.
- Ready or Above:** This kind of civic and economic reasoning sets your child up to excel in 8th grade U.S. history and later in honors government or economics. Stretch it with primary sources: reading a short section of the Declaration of Independence or a famous speech and translating it into modern language is a fantastic challenge. Mock trial, Model UN, History Day projects, or a family debate night all reward exactly these skills. Following one news story over several weeks and tracing its causes and effects builds the historian's habit of mind. Invite them to explain both sides of an issue, since fair-minded argument is the mark of an advanced student.

Turn these results into a plan

Found a gap or two? That is exactly what this assessment is for. Kaizly builds a personalized, 20-minutes-a-day catch-up plan around your child's results and interests.

[Start at kaizly.com/register](https://kaizly.com/register) · [8th Grade guide + scoring help](#)